



**History and Social Science  
Standards of Learning  
Sample Scope  
and Sequence**

# **World History and Geography: 1500 A.D. to the Present**

Commonwealth of Virginia  
Department of Education  
Richmond, Virginia  
2002

# **World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence**

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The 2002 History and Social Science Sample Scope and Sequence and the *2001 World History and Geography: 1500 A.D. to the Present Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

# **World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence**

## **Preface**

As an additional resource to help school divisions develop curricula aligned to the Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential understanding, knowledge, and skills that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

# **World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence**

## **Introduction**

The study of history rests on knowledge of dates, names, places, events and ideas. Historical understanding, however, requires students to engage in historical thinking, to raise questions and to marshal evidence to support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society that is being studied.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the standards established for World History and Geography: 1500 A.D. to the Present. It is organized in chronological order to facilitate student understanding of the effect specific events in history had on each other. Some chronological overlap will occur as specific topics are examined separately to facilitate better comprehension of the causes and significant events of the topic. The individual style, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

# World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

## World History and Geography: 1500 A.D. to the Present Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Geography Skills, Knowledge, and Concepts (To be removed after School Year 2002/2003)	WG.2a; WG.4; WG.7; WG.8; WG.9; WG.10b, c; WG.12b
Essential Skills (Incorporate throughout the instructional year.)	WHII.1a, b, c, d
1500 A.D. Political, Cultural, and Economic Condition	WHII.2a, b, c, d, e
Reformation	WHII.3a, b, c
Age of Discovery	WHII.4a, b, c, d, e, f
Impact of Global Trade after 1500 A.D.	WHII.5a, b, c, d, e
Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries	WHII.6a, b, c, d, e, f, g
Politics in Nineteenth Century Europe	WHII.7a, b, c, d
Industrial Revolution in the Nineteenth Century	WHII.8a, b, c, d, e
World War I	WHII.9a, b, c
1919 to 1941	WHII.10a, b, c
World War II	WHII.11a, b, c
Cold War	WHII.12a, b, c
Independence Movements in the Second Half of the Twentieth Century	WHII.13a, b, c
Major World Religions in the Second Half of the Twentieth Century	WHII.14a, b
Cultural, Economic, and Social Conditions in the Contemporary World	WHII.15a, b, c

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

The 1995 Standards of Learning test blueprint for World History: 1500 A.D. to the Present includes six questions from the geography skills reporting category and twelve questions from the geography knowledge and concepts reporting category. The blueprint indicates that questions for these categories will reflect standards 10.1e, 10.3d, 10.7, 10.8, 10.11, 10.12, 10.13, 10.14a-d, and 10.15a-b as identified in the 1999 World Geography Standards of Learning Teacher Resource Guide. The information on pages WG1 through WG27 of this scope and sequence is taken from those standards.

The 2001 World History: 1500 A.D. to the Present standards will be fully implemented by school year 2003-2004. At that time the information in this document on pages WG1 through WG27 should be removed. New blueprints will be developed for the History and Social Science Standards of Learning tests in 2003-04 that reflect the geography skills, knowledge, and concepts identified in the 2001 World History: 1500 A.D. to the Present Curriculum Framework.

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<b>Geography Skills, Knowledge, and Concepts</b>  A review of basic geography skills as they relate to the course content should occur at the beginning of the school year. These skills should be incorporated into instruction throughout the academic year.	Explain that climate is defined by certain characteristics.	WG.2a (old 10.1e)	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Quizzes</li> <li>Student generated comparison charts, maps, and tables</li> <li>Writing assignments</li> </ul>	<i>See page 82 for a complete list of references.</i> <ul style="list-style-type: none"> <li>Audiovisual materials</li> <li>Education Place</li> <li>National Council of Social Studies</li> <li>National Geographic</li> <li>Textbook</li> <li>United States Department of Education</li> <li>WorldNet Virginia</li> <li>1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>2001 History and Social Science Curriculum Framework</li> </ul>
	Describe the following common characteristics that define climate: <ul style="list-style-type: none"> <li>Temperature</li> <li>Precipitation</li> <li>Seasons (hot/cold; wet/dry)</li> </ul>	WG.2a (old 10.1e)		
	Explain that climate patterns result from the interplay of common elements.	WG.2a (old 10.1e)		
	Explain that certain weather phenomena are unique to specific regions.	WG.2a (old 10.1e)		

(Essential understanding, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	Explain how the following elements influence regional climate patterns: <ul style="list-style-type: none"> <li>• Influence of latitude</li> <li>• Influence of winds</li> <li>• Influence of elevation</li> <li>• Proximity to water</li> </ul>	WG.2a (old 10.1e)		
	Describe the following world climate regions: <ul style="list-style-type: none"> <li>• Low latitudes—e.g., tropical wet, tropical wet and dry, arid, semiarid, highland</li> <li>• Middle latitudes—e.g., semiarid, arid, Mediterranean (dry summer subtropical) humid continental, marine west coast, highland</li> <li>• High latitudes—e.g., subarctic, tundra (subpolar), icecap</li> </ul>	WG.2a (old 10.1e)		
	Describe the following weather phenomena and where they occur: <ul style="list-style-type: none"> <li>• Monsoons—South and Southeast Asia</li> <li>• Typhoons—Pacific Oceans</li> <li>• Hurricanes—Atlantic Ocean</li> <li>• Tornadoes—United States</li> </ul>	WG.2a (old 10.1e)		
	Interpret the idea, concepts, or events expressed by pictures, or other graphic media.	WG.2a (old 10.1e)		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	Apply latitude to identify climate zones.	WG.2a		
	Explain that different criteria may be used to determine a country's relative importance.	WG.4 (old 10.7)		
	Explain that elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions.	WG.4 (old 10.7)		
	Summarize the following criteria for determining a country's relative importance: <ul style="list-style-type: none"> <li>• GDP (Gross Domestic Product)</li> <li>• Land size</li> <li>• Population size</li> </ul>	WG.4 (old 10.7)		
	Describe the impact of elements of the physical environment on countries using the following information as a guide: <i>Example: Water</i> Rio Grande—Boundary Ob River—Flows northward into Arctic Ocean Zambezi River—Water power Brahmaputra rivers— Flood hazard	WG.4 (old 10.7)		

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Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	Using the charts on pages WG 5 to WG 18, identify and locate regions, continents, oceans, and major features on maps and globes for the following world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.	WG.4 (old 10.7 and 10. 11)		
	Explain that natural substances become resources if and when they become useful to humans.	WG.7a (old 10.9)		
	Explain that natural, human, and capital resources influence human activity in regions.	WG.7a (old 10.9)		
	Explain how human needs and availability of technology cause the value of resources to changed over time.	WG.7a (old 10.9)		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Latin America and the Caribbean</b> Mexico and Central America: Mexico, Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama</p> <p>South America: Colombia, Venezuela, Guyana, Suriname, French Guiana, Ecuador, Peru, Bolivia, Brazil, Paraguay, Argentina, Uruguay, Chile</p> <p>Caribbean: Cuba, Haiti, Jamaica, Dominican Republic, Puerto Rico (U.S.)</p>	<p><b>Latin America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>Major mountain ranges—Andes, Sierra Madres</li> <li>Rainforests</li> <li>Coastal desert—Atacama</li> <li>Reversed seasons south of the equator</li> <li>Amazon River Basin</li> <li>Grasslands: <i>pampas</i>, <i>llanos</i></li> <li>Tropical climates predominant</li> <li>Volcanoes and earthquakes</li> <li>Archipelagoes</li> <li>Vertical zonation (<i>tierra caliente</i>, <i>tierra templada</i>, <i>tierra fria</i>)</li> </ul>	<p><b>Latin America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>Diverse economies</li> <li>Subsistence farming</li> <li>Plantation agriculture</li> <li>Slash and burn agriculture</li> <li>Cash crops and food crops</li> <li>Haciendas</li> <li>Cattle ranges, gauchos</li> <li>Deforestation</li> <li>Destruction of rainforests</li> <li>Oil resources, Ecuador, Venezuela, and Mexico</li> <li>Heavy smog, pollution—Mexico City</li> <li>Disparity of income distribution</li> <li>North American Free Trade Agreement (NAFTA)—Mexico, Canada, United States.</li> <li>Diverse mineral resources (e.g., copper in Chile, iron ore in Venezuela and Brazil)</li> </ul>	<p><b>Latin America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>Indian civilizations</li> <li>African traditions</li> <li>Influence of European colonization</li> <li>Predominance of Roman Catholic religion</li> <li>Rigid social structure</li> <li>Mestizos</li> <li>Location of settlements: coastal in South America</li> <li>Megacities, squatter settlements</li> <li>Rapid population growth</li> <li>Out-migration</li> </ul> <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> <li>Music—African influences, calypso, steel drum bands, reggae</li> <li>Traditional dances</li> <li>Spanish, Portuguese languages</li> </ul> <p><i>Cultural landscapes</i></p> <ul style="list-style-type: none"> <li>Pyramids, cathedrals</li> <li>Haciendas, <i>ejidos</i> (communal land)</li> <li>Machu Picchu</li> <li>Tikal</li> </ul>

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<i>Cities as centers of culture and trade</i> Mexico City Rio de Janeiro Buenos Aires Santiago

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Europe</b> Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> <li>Switzerland</li> <li>Luxembourg</li> <li>Sweden</li> </ul> <p><i>Land size</i></p> <ul style="list-style-type: none"> <li>Ukraine</li> <li>France</li> <li>Spain</li> </ul> <p><i>Population</i></p> <ul style="list-style-type: none"> <li>Germany</li> <li>United Kingdom</li> <li>Italy</li> <li>France</li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>Part of large landmass called Eurasia</li> <li>Peninsulas <ul style="list-style-type: none"> <li>Iberian</li> <li>Italian</li> <li>Scandinavian</li> <li>Jutland</li> </ul> </li> <li>Islands <ul style="list-style-type: none"> <li>Great Britain</li> <li>Ireland</li> <li>Sicily</li> </ul> </li> <li>Fjords</li> <li>Mountains <ul style="list-style-type: none"> <li>Alps</li> <li>Pyrenees</li> </ul> </li> <li>North European plain</li> <li>Rivers <ul style="list-style-type: none"> <li>Danube</li> <li>Rhine</li> <li>Seine</li> <li>Volga</li> </ul> </li> <li>Seas <ul style="list-style-type: none"> <li>Adriatic</li> <li>Aegean</li> <li>Mediterranean</li> <li>Baltic</li> <li>Black</li> <li>North</li> </ul> </li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>Mountain regions—Tourism, recreation, and mineral resources</li> <li>Areas threatened by air and water pollution <ul style="list-style-type: none"> <li>Forests (Black Forest)</li> <li>Cities (Venice)</li> <li>Rivers (Rhine, Danube, Seine)</li> </ul> </li> <li>Development of industrial and transportation centers near mineral deposits, coal and iron ore <ul style="list-style-type: none"> <li>Ruhr valley</li> <li>Po valley</li> </ul> </li> <li>Rivers and canals serving as major transportation links</li> <li>Oil reserves in the North Sea</li> <li>Well-educated workforce—Industrial and technological societies, banking in Switzerland</li> <li>Advanced farming techniques, high crop yields, fertile soils, black earth (<i>chernozem</i>)</li> <li>Well-developed infrastructure</li> <li>The Chunnel</li> <li>Differences in Western and Eastern European industrial development due to differing economic systems in prior years</li> <li>European Union</li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>Birthplace of Industrial Revolution</li> <li>Many ethnic groups—Languages, religions, customs</li> <li>Sporadic conflict among groups (wars, revolutions)</li> <li>Birthplace of western democracy—Greece and Rome</li> <li>Spread of European culture to many other parts of the world (exploration, colonization, imperialism)</li> <li>Highly urbanized</li> <li>One of the world's most densely populated areas</li> <li>North Atlantic Treaty Organization (NATO)</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>Berlin</li> <li>London</li> <li>Paris</li> <li>Madrid</li> <li>Rome</li> <li>Athens</li> <li>Warsaw</li> </ul>

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Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<ul style="list-style-type: none"> <li>Oceans                             <ul style="list-style-type: none"> <li>Atlantic</li> <li>Arctic</li> </ul> </li> <li>Strait of Gibraltar</li> <li>Varied climate regions—Tundra to Mediterranean</li> <li>Effects of the North Atlantic Drift and prevailing westerlies on Europe's climates</li> </ul>	<ul style="list-style-type: none"> <li>Trade important, especially to island nations; interdependence</li> <li>Large role of government in some economies (Sweden and Denmark).</li> <li>Replacement of communism with capitalism in Eastern Europe.</li> <li>Reclaimed land—Polders in Netherlands</li> <li>Demographics typical of developed economies                             <ul style="list-style-type: none"> <li>High per capita GDP</li> <li>High life expectancy</li> <li>Low population growth rate</li> <li>Low infant mortality</li> <li>Low percentage of population under age 15</li> <li>High literacy rate</li> </ul> </li> </ul>	<p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>Notre Dame, Arc de Triomphe, Louvre, Eiffel Tower</li> <li>Colosseum, Leaning Tower of Pisa, St. Peter's Basilica</li> <li>Parthenon</li> <li>Westminster Abbey, Big Ben</li> <li>Windmills</li> <li>Castles</li> </ul>

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Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<b>United States and Canada</b> United States Canada	<b>United States and Canada</b> <ul style="list-style-type: none"> <li>Abundant natural resources</li> <li>Continental Divide</li> <li>Rivers <ul style="list-style-type: none"> <li>Mississippi</li> <li>St. Lawrence</li> <li>Colorado</li> <li>Columbia</li> <li>Rio Grande</li> </ul> </li> <li>Other water features <ul style="list-style-type: none"> <li>Gulf of Mexico</li> <li>Great Lakes</li> <li>Arctic Ocean</li> <li>Pacific Ocean</li> <li>Atlantic Ocean</li> <li>Hudson Bay</li> </ul> </li> <li>Land forms <ul style="list-style-type: none"> <li>Aleutian Islands</li> <li>Hawaiian archipelago</li> <li>Appalachian Mountains</li> <li>Pacific Coastal Ranges</li> <li>Basin and Range</li> <li>Rocky Mountains</li> <li>Great Plains</li> <li>Interior lowlands</li> <li>Atlantic and Gulf coastal plains</li> <li>Canadian Shield</li> <li>Grand Canyon</li> </ul> </li> </ul>	<b>United States and Canada</b> <ul style="list-style-type: none"> <li>Major exporters of technology, consumer goods, information systems, and foodstuffs</li> <li>Highly developed infrastructures</li> <li>Highly diversified economies</li> <li>Rich supply of mineral, energy, and forest resources</li> <li>North American Free Trade Agreement (NAFTA)</li> <li>Multinational corporations</li> <li>Center of world financial markets (New York Stock Exchange)</li> <li>Sustained economic growth</li> <li>Widening gap between rich and poor</li> <li>Export of U.S. culture via the global marketplace (e.g., McDonald's, Coca Cola, music, blue jeans)</li> </ul>	<b>United States and Canada</b> <ul style="list-style-type: none"> <li>Colonized by the Europeans</li> <li>Multicultural societies</li> <li>Increasingly diverse populations</li> <li>High literacy rates</li> <li>High standard of living</li> <li>Highly urbanized</li> <li>Canada's struggle to maintain a national identity</li> <li>Highly mobile populations</li> <li>World's longest unfortified border between the United States and Canada</li> <li>Democratic forms of government</li> <li>Arts that reflect the cultural heritage of multicultural societies</li> <li>North Atlantic Treaty Organization (NATO)</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>Toronto</li> <li>Montreal</li> <li>Ottawa</li> <li>Quebec</li> <li>Vancouver, British Columbia</li> <li>Washington, D.C.</li> <li>Chicago</li> <li>New York City</li> <li>Los Angeles</li> <li>Houston</li> </ul>

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Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<ul style="list-style-type: none"> <li>Varied climate regions— Ranging from tundra in Alaska to tropical wet in Hawaii</li> </ul>		<p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>U.S. Capitol building</li> <li>Golden Gate Bridge</li> <li>Independence Hall</li> <li>St. Louis Gateway Arch</li> <li>Wheat fields</li> <li>Skyscrapers, shopping malls</li> <li>Bilingual signs</li> <li>Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services)</li> </ul>

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>North Africa and Southwest Asia (Middle East)</b> Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> <li>• Kuwait</li> <li>• United Arab Emirates</li> <li>• Qatar</li> <li>• Israel</li> </ul> <p><i>Land Size</i></p> <ul style="list-style-type: none"> <li>• Algeria</li> <li>• Saudi Arabia</li> <li>• Libya</li> </ul> <p><i>Population</i></p> <ul style="list-style-type: none"> <li>• Iran</li> <li>• Turkey</li> <li>• Egypt</li> </ul>	<p><b>North Africa and Southwest Asia (Middle East)</b></p> <ul style="list-style-type: none"> <li>• Crossroads of Europe, Africa, and Asia</li> <li>• Desert and semiarid climates—Sahara, <i>sahel</i>, steppes</li> <li>• Mountains <ul style="list-style-type: none"> <li>- Atlas</li> <li>- Taurus</li> <li>- Zagros</li> </ul> </li> <li>• Water Features <ul style="list-style-type: none"> <li>- Mediterranean Sea</li> <li>- Red Sea</li> <li>- Black Sea</li> <li>- Arabian Sea</li> <li>- Persian/Arabian Gulf</li> <li>- Strait of Hormuz</li> <li>- Bosphorus Strait</li> <li>- Dardanelles Strait</li> <li>- Nile River</li> <li>- Tigris River</li> <li>- Euphrates River</li> <li>- Jordan River</li> </ul> </li> <li>• Seasonal flooding, alluvial soils, delta regions, oases, wadis</li> </ul>	<p><b>North Africa and Southwest Asia (Middle East)</b></p> <ul style="list-style-type: none"> <li>• Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)</li> <li>• Major producers of world's oil</li> <li>• Oil revenues—Positive and negative effects</li> <li>• Water—The region's most precious resource</li> <li>• Great variation in standard of living—Ranging from relatively high to poverty-stricken</li> <li>• Regional conflicts, political unrest that affects tourism</li> <li>• Aswan High Dam—Positive and negative effects</li> <li>• Suez Canal—Enhanced shipping routes in the region</li> <li>• Guest workers</li> <li>• Trade important to region from earliest time</li> <li>• Wide range of per capita income and levels of development</li> <li>• Contemporary trade routes (sea lanes)</li> <li>• Organization of Petroleum Exporting Countries (OPEC)</li> </ul>	<p><b>North Africa and Southwest Asia (Middle East)</b></p> <ul style="list-style-type: none"> <li>• Rapid urbanization</li> <li>• Modernization centered in urban areas while traditional life continues in rural areas</li> <li>• Large percentage of population under age 15</li> <li>• Population unevenly distributed</li> <li>• Arab countries and Arabic language</li> <li>• Non-Arab countries: Turkey, Iran, Israel</li> <li>• Birthplace of three major monotheistic religions—Judaism, Christianity, and Islam</li> <li>• Conflict over Palestine</li> <li>• Nomadic lifestyles</li> <li>• Art that reflects the diversity of religions (stained glass, geometric tiles, calligraphy, mosaics, prayer rugs)</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Baghdad</li> <li>• Cairo</li> <li>• Istanbul</li> <li>• Jerusalem</li> <li>• Mecca</li> <li>• Tehran</li> </ul>

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<i>Cultural landscape</i> <ul style="list-style-type: none"> <li>• Mosques, minarets</li> <li>• Church of the Holy Sepulcher</li> <li>• Hagia Sophia</li> <li>• Bazaars, <i>sugs</i></li> <li>• Western Wall</li> <li>• Dome of the Rock</li> <li>• Kaaba</li> <li>• Pyramids</li> <li>• Oil rigs</li> <li>• Walled cities</li> </ul>

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Sub-Saharan Africa</b> Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> <li>• South Africa</li> <li>• Gabon</li> <li>• Botswana</li> </ul> <p><i>Land Size</i></p> <ul style="list-style-type: none"> <li>• Democratic Republic of Congo</li> <li>• Sudan</li> <li>• Chad</li> <li>• Mozambique</li> <li>• Madagascar</li> </ul> <p><i>Population</i></p> <ul style="list-style-type: none"> <li>• Nigeria</li> <li>• Ethiopia</li> <li>• Democratic Republic of Congo</li> <li>• Tanzania</li> <li>• Kenya</li> </ul>	<p><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>• Continent composed of a huge plateau, escarpments</li> <li>• River transportation impeded by waterfalls and rapids</li> <li>• Location of equator through middle of region; similar climate patterns north and south of the equator</li> <li>• Smooth coastline; few harbors</li> <li>• Large number of landlocked states</li> <li>• Storehouse of mineral wealth</li> <li>• Limited fertility of rainforest soils</li> <li>• Kalahari and Namib Deserts</li> <li>• Bodies of water <ul style="list-style-type: none"> <li>- Nile River</li> <li>- Zambezi River</li> <li>- Niger River</li> <li>- Congo River</li> <li>- Atlantic Ocean</li> <li>- Indian Ocean</li> <li>- Red Sea</li> <li>- Lake Victoria</li> <li>- Lake Tanganyika</li> </ul> </li> <li>• Nature preserves and national parks</li> </ul>	<p><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>• Large percentage of population engaged in agriculture (primary activity)</li> <li>• Subsistence agriculture</li> <li>• Nomadic herding</li> <li>• Slash and burn agriculture</li> <li>• Plantation agriculture</li> <li>• Cash crops and food crops</li> <li>• Poorly developed infrastructure</li> <li>• Large number of landlocked states</li> <li>• Substantial mineral wealth (diamonds, gold, alloys)</li> <li>• Major exporters of raw materials</li> <li>• Wide range of per capita income</li> <li>• Productivity that lags behind population growth</li> <li>• Desertification</li> <li>• Demographics typical of developing economies <ul style="list-style-type: none"> <li>- Low per capita GDP</li> <li>- Low life expectancy</li> <li>- High population growth rate</li> <li>- High infant mortality</li> <li>- Large percentage of population under age 15</li> <li>- Low literacy rates</li> </ul> </li> </ul>	<p><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>• Uneven population distribution</li> <li>• Many ethnic groups—Languages, customs</li> <li>• Large numbers of refugees</li> <li>• Few cities with population over one million</li> <li>• Knowledge of history through oral tradition</li> <li>• Country names related to historical empires—Mali, Ghana, Zimbabwe</li> </ul> <p><i>Diversity of Africans reflected in cultural heritage</i></p> <ul style="list-style-type: none"> <li>• Masks</li> <li>• Sculpture</li> <li>• Dance</li> <li>• Music</li> <li>• Colorful dress</li> <li>• Jewelry</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Lagos</li> <li>• Dakar</li> <li>• Johannesburg</li> </ul>

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<i>Cultural landscape</i> <ul style="list-style-type: none"><li>• Markets</li><li>• Churches</li><li>• Mosques, minarets</li><li>• Villages</li><li>• Modern city cores</li></ul>

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Russia and Central Asia</b> Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> <li>Kazakhstan</li> <li>Russia</li> <li>Turkmenistan</li> </ul> <p><i>Land Size</i></p> <ul style="list-style-type: none"> <li>Russia</li> <li>Kazakhstan</li> <li>Turkmenistan</li> </ul> <p><i>Population</i></p> <ul style="list-style-type: none"> <li>Russia</li> <li>Kazakhstan</li> <li>Uzbekistan</li> </ul>	<p><b>Russia and Central Asia</b></p> <ul style="list-style-type: none"> <li>Vast land area—Spans two continents, Europe and Asia (covers 11 time zones)</li> <li>Vast areas of tundra, permafrost, taiga, and steppe</li> <li>Varied climate regions</li> <li>Black earth belt (rich <i>chernozem</i> soil)</li> <li>Mountains</li> <li>Caucasus</li> <li>Ural Mountains (divide Europe from Asia)</li> <li>Siberia (the sleeping land), located east of the Urals</li> <li>Major oil, natural gas, and mineral resources</li> <li>Water features <ul style="list-style-type: none"> <li>Volga River</li> <li>Ob River</li> <li>Amur River</li> <li>Lake Baikal</li> <li>Caspian Sea</li> <li>Aral Sea</li> <li>Bering Strait</li> <li>Pacific Ocean</li> <li>Arctic Ocean</li> </ul> </li> <li>Some rivers flow northward to the Arctic Ocean</li> </ul>	<p><b>Russia and Central Asia</b></p> <ul style="list-style-type: none"> <li>Transition from communist to free market economies</li> <li>Farming and industry concentrated in the Fertile Triangle region, rich, <i>chernozem</i> soils (wheat farming)</li> <li>Infrastructure—Trans-Siberian Railroad, systems of rivers and canals and railroads</li> <li>Energy resources—Hydroelectric power, oil and natural gas</li> <li>Russian natural resources not fully developed due to climate, limited transportation links, and vastness of the country</li> <li>Foreign competition for investment in the region (oil pipelines)</li> <li>Widespread pollution</li> <li>Shrinking of the Aral Sea</li> <li>Political and economic difficulties after the breakup of the Soviet Union</li> <li>Cotton production in Central Asia</li> </ul>	<p><b>Russia and Central Asia</b></p> <ul style="list-style-type: none"> <li>Diverse ethnic groups, customs and traditions (many of Turkic and Mongol heritage)</li> </ul> <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> <li>Ballet</li> <li>Fabergé eggs</li> <li>Music</li> <li>Icons</li> <li><i>Matrioshka</i> dolls</li> <li>Oriental carpets</li> <li>Samovars</li> </ul> <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>Russian Orthodox churches</li> <li>St. Basil’s Church</li> <li>Red Square</li> <li>Kremlin</li> <li>Mosques, minarets</li> <li>Siberian villages</li> <li>Soviet-style apartment blocks</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>Moscow</li> <li>St. Petersburg</li> <li>Novosibirsk</li> </ul>

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<b>South, Southeast, and East Asia</b> <i>South Asia</i> <ul style="list-style-type: none"> <li>Afghanistan</li> <li>Pakistan</li> <li>Nepal</li> <li>Bhutan</li> <li>Bangladesh</li> <li>India</li> <li>Sri Lanka</li> </ul> <i>Southeast Asia</i> <ul style="list-style-type: none"> <li>Philippines</li> <li>Indonesia</li> <li>Malaysia</li> <li>Thailand</li> <li>Cambodia</li> <li>Burma (Myanmar)</li> <li>Laos</li> <li>Vietnam</li> <li>Singapore</li> <li>Brunei</li> </ul> <i>East Asia</i> <ul style="list-style-type: none"> <li>Mongolia</li> <li>China (People's Republic of China)</li> <li>Japan</li> <li>Taiwan (Republic of China)</li> <li>North Korea</li> <li>South Korea</li> </ul>	<b>South, Southeast, and East Asia</b> <ul style="list-style-type: none"> <li>Influence of mountains—Population, settlements, movement, climate</li> <li>Mountains <ul style="list-style-type: none"> <li>Himalayas</li> <li>Western and Eastern Ghats</li> <li>Mount Fuji</li> </ul> </li> <li>Varied climate regions ranging from tropical wet to humid continental</li> <li>Natural hazards—Monsoons, typhoons, volcanoes, and earthquakes</li> <li>Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation</li> <li>Bodies of water <ul style="list-style-type: none"> <li>Arabian Sea</li> <li>Indian Ocean</li> <li>Bay of Bengal</li> <li>Ganges River</li> <li>Indus River</li> <li>Brahmaputra River</li> <li>Pacific Ocean</li> <li>Yangtze River (Chang Jiang)</li> <li>Mekong River</li> <li>Yellow River (Huang He)</li> </ul> </li> </ul>	<b>South, Southeast, and East Asia</b> <ul style="list-style-type: none"> <li>Varied economies in the region ranging from subsistence/commercial agriculture to high-tech industrial manufacturing</li> <li>Participation in global markets</li> <li>Newly industrialized countries—South Korea, Taiwan, Singapore</li> <li>Japan—Economic leader</li> <li>China in transition from a centrally planned economy</li> <li>Agricultural advancements and technology, enabling greater food production—"Green Revolution"</li> <li>Environmental degradation</li> <li>Deforestation</li> <li>Fishing</li> <li>ASEAN (Association of Southeast Asian Nations)</li> <li>Rice, tropical crops</li> </ul>	<b>South, Southeast, and East Asia</b> <ul style="list-style-type: none"> <li>Areas of extremely dense and sparse population</li> <li>Contrast between rural and urban areas</li> <li>Religious diversity—Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism</li> <li>Caste system in India</li> <li>Respect for ancestors</li> <li>Religious conflicts (Hindu/Muslim)</li> </ul> <i>Cultural heritage</i> <ul style="list-style-type: none"> <li>Silks</li> <li>Batik</li> <li>Wood and ivory carving</li> <li>Ideograms, unique alphabets</li> <li>Jewels</li> </ul> <i>Cities as centers of culture and trade</i> <ul style="list-style-type: none"> <li>Tokyo</li> <li>Beijing</li> <li>New Delhi</li> </ul>

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<ul style="list-style-type: none"> <li>• Abundant arable land</li> <li>• Loess</li> <li>• Plateau of Tibet</li> <li>• Gobi Desert</li> </ul>		<i>Cultural landscape</i> <ul style="list-style-type: none"> <li>• Taj Mahal</li> <li>• Angkor Wat</li> <li>• Great Wall of China</li> <li>• Floating markets</li> <li>• Mosques, minarets</li> <li>• Pagodas</li> <li>• Temples and shrines</li> <li>• Terraced rice fields</li> </ul>

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<b>Australia, Pacific Islands, and Antarctica</b> <ul style="list-style-type: none"> <li>• Australia</li> <li>• New Zealand</li> <li>• Papua New Guinea</li> </ul>	<b>Australia, Pacific Islands, and Antarctica</b> <ul style="list-style-type: none"> <li>• Wide range of vegetation, from tropical rain forests to desert scrub</li> <li>• Australia mostly desert</li> <li>• The Great Dividing Range</li> <li>• The Great Barrier Reef</li> <li>• Australia's isolation, resulting in unique animal life</li> <li>• Antarctica, the world's coldest, driest, windiest continent; icecap</li> <li>• Pacific islands—Volcanic, coral, or continental</li> </ul>	<b>Australia, Pacific Islands, and Antarctica</b> <ul style="list-style-type: none"> <li>• Air and water travel that bring goods and services to remote areas</li> <li>• Dry areas of Australia well suited to cattle and sheep ranching</li> <li>• Upset of environmental balance, caused by the introduction of non-native plants and animals</li> <li>• Ranching, mining (primary activities)</li> </ul>	<b>Australia, Pacific Islands, and Antarctica</b> <ul style="list-style-type: none"> <li>• Pacific islands are sparsely populated.</li> <li>• Most of Australia's population lives near the coast.</li> <li>• Traditional culture continues to shape life in the Pacific islands.</li> <li>• Lifestyles range from subsistence farming to modern city living.</li> <li>• Cultures reflect the mix of European and indigenous cultures (e.g., Maori and aborigines).</li> <li>• Antarctica has no permanent residents.</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Canberra, A.C.T. (Australian Capital Territory)</li> <li>• Sydney</li> <li>• Melbourne</li> </ul> <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>• Sydney Opera House</li> <li>• Cattle and sheep stations (Australia)</li> <li>• Research stations (Antarctica)</li> <li>• Thatched roof dwelling (Pacific islands)</li> </ul>

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	<p>Explain how the value of energy resources and technology has changed over time using the following information as a guide:</p> <ul style="list-style-type: none"> <li>• Wood (deforestation)</li> <li>• Coal (pollution, mining problems, competition with oil and gas)</li> <li>• Petroleum (transportation, environmental considerations)</li> <li>• Nuclear (contamination/waste)</li> </ul>	WG.7a (old 10.9)		
	<p>Explain how natural, human, and capital resources determine economic activity in regions using the following information as a guide:</p> <p><i>Natural resources</i></p> <ul style="list-style-type: none"> <li>• Renewable—Soil, water, forests</li> <li>• Nonrenewable—Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite)</li> </ul> <p><i>Human resources</i></p> <ul style="list-style-type: none"> <li>• Level of education</li> <li>• Skilled and unskilled laborers</li> </ul>	WG.7a (old 10.9)		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	(How natural, human, and capital resources determine economic activity continued) <i>Capital resources</i> <ul style="list-style-type: none"> <li>• Availability of money for investment</li> <li>• Level of infrastructure</li> <li>• Availability and use of tools, machines, and technologies</li> </ul>			
	Explain that resources are not distributed equally and summarize the effects of unequal distribution of resources using the following information as a guide: <ul style="list-style-type: none"> <li>• Interdependence of nations/trade in goods, services, and capital resources</li> <li>• Uneven economic development</li> <li>• Energy producers and consumers</li> <li>• Imperialism</li> <li>• Conflict over control of resources</li> </ul>	WG.7a (old 10.9)		
	Explain how location of resources influences economic activity and patterns of land use using the following information as a guide: <ul style="list-style-type: none"> <li>• Proximity of economic activity and natural resources: coal, steel; grain, cattle; fishing, ocean; hydro-electric power, aluminum smelting</li> </ul>	WG.7a (old 10.9)		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	(Patterns of land use continued) <ul style="list-style-type: none"> <li>Non-proximity of resources to economic activity: Japan—Limited natural resources, major manufacturing region; United Arab Emirates (UAE)—Oil, lack of industry</li> </ul>	WG.7a (old 10.9)		
	Explain that levels of economic development vary from country to country and from place to place within countries.	WG.8 (old 10.13)		
	Summarize how and why economic development varies from one part of the world to another using the following information as a guide: <ul style="list-style-type: none"> <li>Access to natural resources</li> <li>Access to capital resources (investment in technology and infrastructure)</li> <li>Numbers and skills of human resources</li> <li>Levels of economic development</li> <li>Standards of living and quality of life</li> </ul>	WG.8 (old 10.13)		
	Explain that many criteria are used to assess the standard of living and quality of life.	WG.8 (old 10.13)		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	Explain how the following factors determine the standard of living and quality of life: <ul style="list-style-type: none"> <li>Population growth rate (natural increase)</li> <li>Population age distribution</li> <li>Literacy rate</li> <li>Life expectancy</li> <li>Infant mortality</li> <li>Percentage of urban population</li> </ul>	WG. 8 (old 10.13)		
	Explain that resources and technology influence economic development and quality of life.	WG.8 (old 10.13)		
	Summarize the following indicators of economic development: <ul style="list-style-type: none"> <li>Urban/rural ratio</li> <li>Labor force characteristics (primary, secondary, tertiary sectors)</li> <li>GDP per capita</li> <li>Educational achievement</li> </ul>	WG.8 (old 10.13)		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	Explain that resources are not equally distributed.	WG.9a (old 10.12)		
	Explain that no country has all the resources it needs to survive and grow.	WG.9a (old 10.12)		
	Explain that economic activities are influenced by availability of resources.	WG.9a (old 10.12)		
	Summarize the following criteria that influences economic activity: <ul style="list-style-type: none"> <li>• Access to human, natural, and capital resources               <ul style="list-style-type: none"> <li>– Skills of the work force</li> <li>– Access to new technologies</li> <li>– Transportation and communication networks</li> </ul> </li> <li>• Location and ability to exchange goods               <ul style="list-style-type: none"> <li>– Landlocked countries</li> <li>– Coastal and island countries</li> </ul> </li> <li>• Membership in political and economic alliances that provide access to markets—e.g., European Union (EU), North American Free Trade Association (NAFTA)</li> </ul>	WG.9a (old 10.12)		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	Define the term comparative advantage as a situation where countries will export goods and services that they can produce at lower relative costs than other countries.	WG.9b (old 10.12)		
	Explain that the effects of unequal distribution of resources results in a country having a comparative advantage. This causes specialization in goods and services that a country can market for profit.	WG.9b (old 10.12)		
	Explain that countries with comparative advantage benefit from specialization and efficient use of human resources giving them an advantage in international trade.	WG.9b (old 10.12)		
	Explain how some nations use their resources to engage in economic activities using the following information as a guide: <ul style="list-style-type: none"> <li>Japan—Highly industrial nation despite limited natural resources</li> <li>Russia—Numerous resources, many of which are not economically profitable to develop</li> </ul>	WG.9b (old 10.12)		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	<p>(Nations use of their resources to engage in economic activities continued)</p> <ul style="list-style-type: none"> <li>United States—Diversified economy, abundant natural resources, specialized industries</li> <li>Côte d'Ivoire—Limited natural resources, cash crops in exchange for manufactured goods</li> </ul>	WG.9b (old 10.12)		
	<p>Describe the following alliances and explain their significance:</p> <ul style="list-style-type: none"> <li>North Atlantic Treaty Organization (NATO)</li> <li>European Union (EU)</li> <li>Organization of Petroleum Exporting Countries (OPEC)</li> <li>North American Free Trade Agreement (NAFTA)</li> <li>Commonwealth of Nations</li> <li>United Nations</li> <li>Red Cross/Red Crescent</li> <li>Organization of American States (OAS)</li> <li>League of Arab States</li> <li>Association of Southeast Asian Nations (ASEAN)</li> <li>Organization of African Unity (OAU)</li> </ul>	WG.9d WG.10b, c (old 10.12, 10.14d)		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	Explain that conflict often results as societies compete for control over the Earth's surface.	WG.10b, c (old 10.14a)		
	Identify reasons for conflict among societies using the following examples as a guide: <ul style="list-style-type: none"> <li>• Boundary and territorial disputes <ul style="list-style-type: none"> <li>- India/Pakistan</li> </ul> </li> <li>• Cultural differences</li> <li>• Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)</li> <li>• Ethnic differences</li> <li>• Nationalism</li> </ul>	WG.10b, c (old 10.14a)		
	Explain how current events are connected to the geographical characteristics of places and regions using the following information as a guide: <ul style="list-style-type: none"> <li>• Population distribution</li> <li>• A sense of place (emotional attachment to specific locations)</li> <li>• Geographic patterns of trade and interdependence (e.g., oil)</li> <li>• Geographic patterns of ethnic diversity</li> </ul>	WG.12b (old 10.15b)		
	Compare maps, and globes and make inferences.	WG.7-10		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Geography Skills, Knowledge, and Concepts (continued)	Interpret regional patterns on maps and globes.	WG.7-10		
	Identify primary ideas expressed in graphic data.	WG.4 WG.7-10		
	Gather, classify, and interpret information.	WG.7-10		
	Draw conclusions and make generalizations about information.	WG.4 WG.7-10		
	Analyze and evaluate information.	WG.7-10		
	Draw conclusions and make generalizations from data.	WG.7-10		
	Explain cause and effect relationships.	WG.7-10		
	Sequence information.	WG.7-10		
	Explain charts comparing two or more concepts.	WG.4 WG.7-10		
	Interpret population pyramids.	WG.7-10		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1500 A.D. Political, Cultural, and Economic Condition	Explain that by 1500 A.D., major states and empires had developed in various regions of the world.	WHII.2a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 82 for complete reference information.</i> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Identify, on a world political map, the location of the following major states and empires in the Eastern Hemisphere around 1500 A.D.: <ul style="list-style-type: none"> <li>• England</li> <li>• France</li> <li>• Spain</li> <li>• Russia</li> <li>• Ottoman Empire</li> <li>• Persia</li> <li>• China</li> <li>• Mughal India</li> <li>• Songhai Empire.</li> </ul>	WHII.2a		
	Identify, on a world political map, the location of the following major states and empires in the Western Hemisphere around 1500 A.D.: <ul style="list-style-type: none"> <li>• Incan Empire</li> <li>• Mayan Empire</li> <li>• Aztec Empire.</li> </ul>	WHII.2a		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1500 A.D. Political, Cultural, and Economic Condition (continued)	Explain that new intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.	WHII.2b		
	Summarize the artistic, literary, and intellectual ideas of the Renaissance.	WHII.2b		
	Summarize the Renaissance, using the following information as a guide: <ul style="list-style-type: none"> <li>• “Rebirth” of classical knowledge, “birth” of the modern world</li> <li>• Spread of the Renaissance from the Italian city states to northern Europe</li> </ul>	WHII.2b		
	Summarize the following contributions of the Renaissance: <ul style="list-style-type: none"> <li>• Accomplishments in the visual arts—Michelangelo, Leonardo da Vinci</li> <li>• Accomplishments in literature (sonnets, plays, essays)—Shakespeare</li> <li>• Accomplishments in intellectual ideas (humanism)—Erasmus</li> </ul>	WHII.2b		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1500 A.D. Political, Cultural, and Economic Condition (continued)	Explain that by 1500 A.D., the five world religions had spread to many areas of the Eastern Hemisphere.	WHII.2c		
	Identify the location and importance of the following five world religions in 1500 A.D.: <ul style="list-style-type: none"> <li>• Judaism—Concentrated in Europe and the Middle East</li> <li>• Christianity—Concentrated in Europe and the Middle East</li> <li>• Islam—Parts of Asia, Africa, and southern Europe</li> <li>• Hinduism—India and part of Southeast Asia</li> <li>• Buddhism—East and Southeast Asia</li> </ul>	WHII.2c		
	Explain that by 1500, regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe.	WHII.2d		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1500 A.D. Political, Cultural, and Economic Condition (continued)	Identify the following traditional regional trading patterns around 1500 A.D. that linked Europe with Asia and Africa: <ul style="list-style-type: none"> <li>• Silk roads across Asia to the Mediterranean basin</li> <li>• Maritime routes across the Indian Ocean</li> <li>• Trans-Saharan routes across North Africa</li> <li>• Northern European links with the Black Sea</li> <li>• Western European sea and river trade</li> <li>• South China Sea and lands of Southeast Asia</li> </ul>	WHII.2d		
	Summarize the importance of the regional trading patterns around 1500 A.D. as a means of providing an exchange of products and ideas.	WHII.2d		
	Explain that by 1500 A.D., technological and scientific advancements had been exchanged among cultures of the world.	WHII.2e		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1500 A.D. Political, Cultural, and Economic Condition (continued)	Describe the following technological and scientific advancements that were made and exchanged along trade routes by 1500 A.D.: <ul style="list-style-type: none"> <li>Paper, compass, silk, porcelain (China)</li> <li>Textiles, numeral system (India and Middle East)</li> <li>Scientific transfer—medicine, astronomy, mathematics</li> </ul>	WHII.2e		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHII.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world.	WHII.1b		
	Identify geographic features important to the study of world history.	WHII.1c		
	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		
	Analyze trends in human migration and cultural interaction.	WHII.1e		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reformation	Summarize the problems and issues that provoked religious reforms in Western Christianity.	WHII.3a	<ul style="list-style-type: none"> <li>Group discussions</li> <li>Projects</li> <li>Quizzes</li> <li>Students reports</li> <li>Unit tests</li> <li>Writing assignments</li> </ul>	<p><i>See page 82 for a complete list of references.</i></p> <ul style="list-style-type: none"> <li>Audiovisual materials</li> <li>Education Place</li> <li>National Council of Social Studies</li> <li>National Geographic</li> <li>Textbook</li> <li>United States Department of Education</li> <li>WorldNet Virginia</li> <li>1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>2001 History and Social Science Curriculum Framework</li> <li>2002 Sample Instructional Activities</li> </ul>
	Explain that, for centuries, the Roman Catholic Church had little competition in religious thought and action. The resistance of the church to change led to the Protestant Reformation, which resulted in the birth of new political and economic institutions.	WHII.3a		
	<p>Summarize the following conflicts that challenged the authority of the Church in Rome:</p> <ul style="list-style-type: none"> <li>Merchant wealth challenged the Church's view of usury.</li> <li>German and English nobility disliked Italian domination of the Church.</li> <li>The Church's great political power and wealth caused conflict.</li> <li>Church corruption and the sale of indulgences were widespread and caused conflict.</li> </ul>	WHII.3a		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reformation (continued)	<p>Summarize the beliefs of Martin Luther, John Calvin, and Henry VII using the following information as a guide:</p> <p>Martin Luther (the Lutheran tradition)</p> <ul style="list-style-type: none"> <li>Views—Salvation by faith alone, Bible as the ultimate authority, all humans equal before God</li> <li>Actions—95 theses, birth of the Protestant Church</li> </ul> <p>John Calvin (the Calvinist tradition)</p> <ul style="list-style-type: none"> <li>Views—Predestination, faith revealed by living a righteous life, work ethic</li> <li>Actions—Expansion of the Protestant Movement</li> </ul> <p>King Henry VIII (the Anglican tradition)</p> <ul style="list-style-type: none"> <li>Views—Dismissed the authority of the Pope in Rome</li> <li>Actions—Divorced; broke with Rome; headed the national church in England; appropriated lands and wealth of the Roman Catholic Church in England</li> </ul>	WHII.3a		
	<p>Explain that the Reformation had its roots in theology, but it led to important economic and political changes. Religious differences and hatreds caused war and destruction.</p>	WHII.3b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reformation (continued)	<p>Summarize, using the following information as a guide, the major economic, political, and theological issues involved in the Reformation:</p> <p>Reformation in Germany</p> <ul style="list-style-type: none"> <li>Princes in Northern Germany converted to Protestantism, ending authority of the Pope in their states.</li> <li>The Hapsburg family and the authority of the Holy Roman Empire continued to support the Roman Catholic Church.</li> <li>Conflict between Protestants and Catholics resulted in devastating wars (e.g., Thirty Years' War).</li> </ul> <p>Reformation in England</p> <ul style="list-style-type: none"> <li>Anglican Church became a national church throughout the British Isles under Elizabeth I.</li> <li>The Reformation contributed to the rise of capitalism.</li> </ul> <p>Reformation in France</p> <ul style="list-style-type: none"> <li>Catholic monarchy granted Protestant Huguenots freedom of worship by the Edict of Nantes (later revoked).</li> <li>Cardinal Richelieu changed the focus of the Thirty Years' War from a religious to a political conflict.</li> </ul>	WHIII.3b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reformation (continued)	<p>(Major economic, political, and theological issues involved in the Reformation continued)</p> <p>Catholic Counter Reformation</p> <ul style="list-style-type: none"> <li>Catholic Church mounted a series of reforms and reasserted its authority.</li> <li>Society of Jesus (The Jesuits) was founded to spread Catholic doctrine around the world.</li> <li>Inquisition was established to reinforce Catholic doctrine.</li> </ul>	WHII.3b		
	Explain that, at first, the Reformation divided the countries of Europe on religious principles, leading to religious intolerance.	WHII.3c		
	Explain that power in most European states was concentrated in the monarch.	WHII.3c		
	Explain that gradually religious toleration emerged, along with democratic thought.	WHII.3c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reformation (continued)	Summarize the changing cultural values, traditions, and philosophies during the Reformation using the following information as a guide: <ul style="list-style-type: none"> <li>• Growth of secularism</li> <li>• Growth of individualism</li> <li>• Growth of religious tolerance</li> </ul>	WHII.3c		
	Summarize the role of the printing press in the spread of new ideas using the following information as a guide: <ul style="list-style-type: none"> <li>• Growth of literacy was stimulated by the Gutenberg printing press.</li> <li>• The Bible was printed in English, French, and German.</li> <li>• These factors had an important impact on spreading the ideas of the Reformation and Renaissance.</li> </ul>	WHII.3c		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHII.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHII.1b		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reformation (continued)	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		
	Analyze trends in human migration and cultural interaction.	WHII.1e		
Age of Discovery (continued)	Explain that the expanding economies of European states stimulated increased trade with markets in Asia. With the loss of Constantinople in 1453, European nations fronting the Atlantic sought new maritime routes for trade.	WHII.4a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 82 for a complete list of references.</i> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Summarize the following factors that contributed to the European discovery of lands in the Western Hemisphere: <ul style="list-style-type: none"> <li>• Demand for gold, spices, and natural resources in Europe</li> <li>• Support for the diffusion of Christianity</li> <li>• Political and economic competition between European empires</li> <li>• Innovations in navigational arts (European and Islamic origins)</li> <li>• Pioneering role of Prince Henry the Navigator</li> </ul>	WHII.4a		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Age of Discovery (continued)	Identify some of the important explorers and summarize the establishment of overseas empires and decimation of indigenous populations using the following information as a guide: <ul style="list-style-type: none"> <li>Portugal—Vasco da Gama</li> <li>Spain—Christopher Columbus, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan</li> <li>England—Francis Drake</li> <li>France—Jacques Cartier</li> </ul>	WHII.4a		
	Explain that an additional motive for exploration was to spread the Christian religion.	WHII.4b		
	Explain how the expansion of European empires into the Americas, Africa, and Asia affected the religion in those areas.	WHII.4b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Age of Discovery (continued)	Summarize, using the following information as a guide, the means of diffusion of Christianity: <ul style="list-style-type: none"> <li>• Migration of colonists to new lands</li> <li>• Influence of Catholics and Protestants, who carried their faith, language, and cultures to new lands</li> <li>• Conversion of indigenous peoples</li> </ul>	WHII.4b		
	Explain that Europeans migrated to new colonies in the Americas, creating new cultural and social patterns.	WHII.4c		
	Explain that Europeans established trading posts and colonies in Africa and Asia.	WHII.4c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Age of Discovery (continued)	<p>Summarize, using the following information as a guide, the effect of European migration and settlement on the Americas, Africa, and Asia:</p> <p>Americas</p> <ul style="list-style-type: none"> <li>• Expansion of overseas territorial claims and European emigration to North and South America</li> <li>• Demise of Aztec, Maya, and Inca Empires</li> <li>• Legacy of a rigid class system and dictatorial rule in Latin America</li> <li>• Forced migration of some Africans into slavery</li> <li>• Colonies' imitation of the culture and social patterns of their parent country</li> </ul> <p>Africa</p> <ul style="list-style-type: none"> <li>• European trading posts along the coast</li> <li>• Trade in slaves, gold, and other products</li> </ul> <p>Asia</p> <ul style="list-style-type: none"> <li>• Colonization by small groups of merchants (India, the Indies, China)</li> <li>• Influence of trading companies (Portuguese, Dutch, British)</li> </ul>	WHIII.4c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Age of Discovery (continued)	Explain that the discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres.	WHII.4d		
	Describe the Columbian Exchange using the following information as a guide: <ul style="list-style-type: none"> <li>Western Hemisphere agricultural products such as corn, potatoes, and tobacco changed European lifestyles.</li> <li>European horses and cattle changed the lifestyles of American Indians (First Americans).</li> <li>European diseases like smallpox killed many American Indians (First Americans).</li> </ul>	WHII.4d		
	Summarize, using the following information as a guide, the impact of the Columbian Exchange between European and indigenous cultures: <ul style="list-style-type: none"> <li>Shortage of labor to grow cash crops led to the use of African slaves.</li> <li>Slavery was based on race.</li> <li>European plantation system in the Caribbean and the Americas destroyed indigenous economics and damaged the environment.</li> </ul>	WHII.4d		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Age of Discovery (continued)	Explain that the European nations established a trade pattern known as the triangular trade and exported precious metals from the Americas.	WHII.4e, f		
	Explain that the triangular trade linked Europe, Africa, and the Americas. Slaves, sugar, and rum were traded.	WHII.4e, f		
	Describe the impact of precious metal exports from the Americas using the following information as a guide: <ul style="list-style-type: none"> <li>Gold and silver (exported to Europe and Asia)</li> <li>Impact on indigenous empires of the Americas</li> <li>Impact on Spain and international trade</li> </ul>	WHII.4e, d		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHII.1b		
	Identify geographic features important to the study of world history.	WHII.1c		
	Analyze trends in human migration and cultural interaction.	WHII.1e		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Impact of Global Trade after 1500 A.D.	Explain that the Ottoman Empire emerged as a political and economic power following the conquest of Constantinople.	WHII.5a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 82 for a complete list of references.</i> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Explain that the Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their rule.	WHII.5a		
	Identify the location of the Ottoman Empire and describe its expansion using the following information as a guide: Original location of the Ottoman Empire <ul style="list-style-type: none"> <li>• Asia Minor</li> </ul> Expansion and extent of the Ottoman Empire <ul style="list-style-type: none"> <li>• Southwest Asia</li> <li>• Southeastern Europe, Balkan Peninsula</li> <li>• North Africa</li> </ul> Development of the Ottoman Empire <ul style="list-style-type: none"> <li>• Capital at Constantinople renamed Istanbul</li> <li>• Islamic religion as a unifying force that accepted other religions</li> <li>• Trade in coffee and ceramics</li> </ul>	WHII.5a		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Impact of Global Trade after 1500 A.D. (continued)	Explain that descendants of the Mongols, the Muslim Mughal (Mogul) rulers established an empire in northern India.	WHII.5b		
	Explain that the Mughal Empire traded with European nations.	WHII.5b		
	Identify, using the following information a guide, the contributions of the Mughal Empire, located in northern India: <ul style="list-style-type: none"> <li>• Spread of Islam into India</li> <li>• Art and architecture—Taj Mahal</li> <li>• Arrival of European trading outposts</li> <li>• Influence of Indian textiles on British textile industry</li> </ul>	WHII.5b		
	Summarize the process through which the Mughal Empire traded with European nations using the following information as a guide: <ul style="list-style-type: none"> <li>• Portugal, England, and the Netherlands competed for the Indian Ocean trade by establishing Coastal ports on the Indian sub-continent.</li> </ul>	WHII.5b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Impact of Global Trade after 1500 A.D. (continued)	Explain that China and Japan sought to limit the influence and activities of European merchants.	WHII.5c		
	<p>Explain, using the following information as a guide, how the Chinese and Japanese attempted to limit the influence of European merchants:</p> <p>China</p> <ul style="list-style-type: none"> <li>• Creation of foreign enclaves to control trade</li> <li>• Imperial policy of controlling foreign influences and trade</li> <li>• Increase in European demand for Chinese goods (tea, porcelain)</li> </ul> <p>Japan</p> <ul style="list-style-type: none"> <li>• Characterized by powerless emperor ruled by military leader (shogun)</li> <li>• Adopted policy of isolation to limit foreign influences</li> </ul>	WHII.5c		
	Explain that the exportation of slaves and demand for imported goods began to alter traditional economic patterns in Africa.	WHII.5d		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Impact of Global Trade after 1500 A.D. (continued)	Describe, using the following information as a guide, the process of how Africa became involved in foreign trade: African exports <ul style="list-style-type: none"> <li>Slaves (triangular trade)</li> <li>Raw materials</li> </ul> African imports <ul style="list-style-type: none"> <li>Manufactured goods from Europe, Asia, and the Americas</li> <li>New food products (corn, peanuts)</li> </ul>	WHII.5d		
	Explain that European maritime nations competed for overseas markets, colonies, and resources, creating new economic practices, such as mercantilism, linking European nations with their colonies.	WHII.5e		
	Describe mercantilism as an economic practice adopted by European colonial powers in an effort to become self-sufficient; based on the theory that colonies existed for the benefit of the mother country.	WHII.5e		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Impact of Global Trade after 1500 A.D. (continued)	<p>Summarize the role of the Commercial Revolution and mercantilism in the growth of European nations using the following information as a guide:</p> <ul style="list-style-type: none"> <li>European maritime nations competed for overseas markets, colonies, and resources.</li> <li>A new economic system emerged.                             <ul style="list-style-type: none"> <li>New money and banking systems were created.</li> <li>Economic practices such as mercantilism evolved.</li> <li>Colonial economies were limited by the economic needs of the mother country.</li> </ul> </li> </ul>	WHIII.5e		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHIII.1b		
	Identify geographic features important to the study of world history.	WHIII.1c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Impact of Global Trade after 1500 A.D. (continued)	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		
	Analyze trends in human migration and cultural interaction.	WHII.1e		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries	Explain that, with its emphasis on reasoned observation and systematic measurement, the scientific revolution changed the way people viewed the world and their place in it.	WHII.6a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 82 for a complete list of references.</i> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Identify pioneers of scientific revolution, using the following information as a guide: <ul style="list-style-type: none"> <li>• Nicolaus Copernicus: Developed heliocentric theory</li> <li>• Johannes Kepler: Discovered planetary motion</li> <li>• Galileo Galilei: Used telescope to support heliocentric theory</li> <li>• Isaac Newton: Discovered Laws of Gravity</li> <li>• William Harvey: Discovered circulation of the blood</li> </ul>	WII.6a		
	Summarize the importance of the scientific revolution using the following information as a guide: <ul style="list-style-type: none"> <li>• Emphasis on reason and systematic observation of nature</li> <li>• Formulation of the scientific method</li> <li>• Expansion of scientific knowledge</li> </ul>	WHII.6a		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries (continued)	Explain that the Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments.	WHII.6b		
	Summarize the following characteristics of absolute monarchies: <ul style="list-style-type: none"> <li>Centralization of power</li> <li>Concept of rule by divine right</li> </ul>	WHII.6b		
	Summarize the effect absolute monarchs had on their countries, using the following information as a guide: <ul style="list-style-type: none"> <li>Louis XIV—France, Palace of Versailles as a symbol of royal power</li> <li>Frederick the Great—Prussia, emphasis on military power</li> <li>Peter the Great—Russia, westernization of Russia</li> </ul>	WHII.6b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries (continued)	Explain that political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English freedoms included the jury trial, the Magna Carta, and common law. The English Civil War and the Glorious Revolution prompted further development of the rights of Englishmen.	WHII.6c		
	<p>Summarize how the English Civil War and the Glorious Revolution promoted the development of the rights of Englishmen using the following information as a guide:</p> <ul style="list-style-type: none"> <li>• Oliver Cromwell and the execution of Charles I</li> <li>• The restoration of Charles II</li> <li>• Development of political parties/factions</li> <li>• Glorious Revolution (William and Mary)</li> <li>• Increase of parliamentary power over royal power</li> <li>• English Bill of Rights of 1689</li> </ul>	WHII.6c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries (continued)	Explain that Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government.	WHII.6d		
	Explain that Enlightenment ideas influenced the leaders of the American Revolution and the writing of the Declaration of Independence.	WHII.6d		
	Describe the Enlightenment using the following information as a guide: <ul style="list-style-type: none"> <li>Applied reason to the human world, not just the natural world</li> <li>Stimulated religious tolerance</li> <li>Fueled democratic revolutions around the world</li> </ul>	WHII.6d		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries (continued)	<p>Identify some Enlightenment thinkers and their ideas, using the following information as a guide:</p> <ul style="list-style-type: none"> <li>• Thomas Hobbes’ <i>Leviathan</i>—The state must have central authority to manage behavior.</li> <li>• John Locke’s <i>Two Treatises on Government</i>—People are sovereign; monarchs are not chosen by God.</li> <li>• Montesquieu’s <i>The Spirit of Laws</i>—The best form of government includes a separation of powers.</li> <li>• Jean-Jacques Rousseau’s <i>The Social Contract</i>—Government is a contract between rulers and the people.</li> <li>• Voltaire—Religious toleration should triumph over religious fanaticism; separation of church and state</li> </ul>	WHIII.6d		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries (continued)	<p>Explain how philosophers of the Enlightenment influenced thinking on political ideas. Also, explain how the Enlightenment promoted revolution in the American colonies. Use the following information as a guide:</p> <ul style="list-style-type: none"> <li>Political philosophies of the Enlightenment fueled revolution in the Americas and France.</li> <li>Thomas Jefferson’s Declaration of Independence incorporated Enlightenment ideas.</li> <li>The Constitution of the United States of America and Bill of Rights incorporated Enlightenment ideas.</li> </ul>	WHIII.6d		
	<p>Explain that the ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways. They overthrew the absolute monarchy, and a new government was established.</p>	WHIII.6e, f		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries (continued)	Explain that the ideas of the Enlightenment and examples of the American and French Revolutions influenced the people of Latin America to establish independent nations.	WHII.6e, f		
	Explain how ideas of the Enlightenment contributed to the causes of the French Revolution using the following information as a guide: <ul style="list-style-type: none"> <li>Influence of Enlightenment ideas</li> <li>Influence of the American Revolution</li> </ul>	WHII.6e, f		
	Summarize events of the French Revolution using the following information as a guide: <ul style="list-style-type: none"> <li>Storming of the Bastille</li> <li>Reign of Terror</li> </ul>	WHII.6e, f		
	Summarize outcomes of the French Revolution using the following information as a guide: <ul style="list-style-type: none"> <li>End of the absolute monarchy of Louis XVI</li> <li>Rise of Napoleon</li> </ul>	WHII.6e, f		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries (continued)	Summarize the influence the French and American Revolutions had on Latin American independence movements using the following information as a guide: <ul style="list-style-type: none"> <li>Independence came to French, Spanish, and Portuguese colonies</li> <li>Toussaint L'Ouverture—Haiti</li> <li>Simon Bolivar—South America</li> </ul>	WHII.6e, f		
	Explain that the Enlightenment brought a new emphasis on order and balance in the arts as artists borrowed heavily from classical Greece and Rome, and new forms of literature were established.	WHII.6g		
	Explain that the Age of Reason witnessed inventions and innovations in technology that stimulated trade and transportation.	WHII.6g		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries (continued)	<p>Identify some artists, philosophers, and writers of the sixteenth, seventeenth, and eighteenth centuries using the following information as a guide:</p> <p>Representative artists, philosophers, and writers</p> <ul style="list-style-type: none"> <li>• Johann Sebastian Bach— Composer</li> <li>• Wolfgang Amadeus Mozart— Composer</li> <li>• Eugène Delacroix—Painter</li> <li>• Voltaire—Philosopher</li> <li>• Miguel de Cervantes—Novelist</li> </ul> <p>New forms of art and literature</p> <ul style="list-style-type: none"> <li>• Paintings depicted classical subjects, public events, natural scenes, and living people (portraits).</li> <li>• New forms of literature evolved—the novel (e.g., Cervantes' <i>Don Quixote</i>).</li> </ul>	WHII.6g		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Science, Politics, Economics, and Religion in the Sixteenth, Seventeenth, and Eighteenth Centuries (continued)	Summarize the importance of improved technologies and institutions to European economies: <ul style="list-style-type: none"> <li>All-weather roads improved year- round transport and trade.</li> <li>New designs in farm tools increased productivity (agricultural revolution).</li> <li>Improvements in ship design lowered the cost of transport.</li> </ul>	WHII.6g		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHII.1a		
	Use artifacts and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHII.1b		
	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		
	Analyze trends in cultural interaction.	WHII.1e		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Politics in Nineteenth Century Europe	Explain that the French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas.	WHII.7a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 82 for a complete list of references.</i> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Explain that Napoleon’s attempt to unify Europe under French domination was unsuccessful.	WHII.7a		
	Summarize the legacy of Napoleon using the following information as a guide: <ul style="list-style-type: none"> <li>• Unsuccessful attempt to unify Europe under French domination</li> <li>• Napoleonic Code</li> <li>• Awakened feelings of national pride and growth of nationalism</li> </ul>	WHII.7a		
	Explain that the Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.	WHII.7a		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Politics in Nineteenth Century Europe (continued)	Summarize the significance of the Congress of Vienna using the following information as a guide: <ul style="list-style-type: none"> <li>• “Balance of power” doctrine</li> <li>• Restoration of monarchies</li> <li>• New political map of Europe</li> <li>• New political philosophies (liberalism, conservatism)</li> </ul>	WHII.7a		
	Explain that the rise of nationalism was a powerful force behind European politics during the nineteenth century.	WHII.7b		
	Explain that widespread demands for political rights led to revolutions and legislative actions in Europe.	WHII.7b		
	Explain that national pride, economic competition, and democratic ideals stimulated the growth of nationalism.	WHII.7b		
	Explain that the terms of the Congress of Vienna led to widespread discontent in Europe. Unsuccessful revolutions of 1848 increased nationalistic tensions.	WHII.7b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Politics in Nineteenth Century Europe (continued)	Explain that in contrast to continental Europe, Great Britain expanded political rights through legislative means and made slavery illegal in the British Empire.	WHII.7b		
	Explain that Italy and Germany became nation-states long after the rest of Europe.	WHII.7c, d		
	Summarize the events that led to the unification of Italy using the following information as a guide: <ul style="list-style-type: none"> <li>Count Cavour unified Northern Italy.</li> <li>Giuseppe Garibaldi joined southern Italy to northern Italy.</li> <li>The Papal States (including Rome) became the last to join Italy.</li> </ul>	WHII.7c, d		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Politics in Nineteenth Century Europe (continued)	Summarize the role Otto von Bismarck played in the unification of Germany: <ul style="list-style-type: none"> <li>Otto von Bismarck led Prussia in the unification of Germany through war and by appealing to nationalist feelings.</li> <li>Bismarck's actions were seen as an example of <i>Realpolitik</i>, which justifies all means to achieve and hold power.</li> <li>The Franco-Prussian War led to the creation of the German state.</li> </ul>	WHII.7c, d		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHII.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHII.1b		
	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		
	Analyze trends in human migration and cultural interaction.	WHII.1e		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skill	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Industrial Revolution in the Nineteenth Century	Explain that the Industrial Revolution began in England, spreading to the rest of Western Europe and the United States.	WHII.8a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<p><i>See page 82 for a complete list of references.</i></p> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Explain that with the Industrial Revolution, came an increased demand for raw materials from the Americas, Asia, and Africa.	WHII.8a		
	Explain that advancements in technology produced the Industrial Revolution, while advancements in science and medicine altered the lives of people living in the new industrial cities. Cultural changes soon followed.	WHII.8a		
	Explain how the Industrial Revolution produced changes in culture and society.	WHII.8a		
	Summarize the origin of the Industrial Revolution and why it began in England using the following information as a guide: <ul style="list-style-type: none"> <li>• Origin in England, because of its natural resources like coal, iron ore, and the invention and improvement of the steam engine</li> <li>• Spread to Europe and the United States</li> </ul>	WHII.8a		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Industrial Revolution in the Nineteenth Century (continued)	(Origins of the Industrial Revolution continued) <ul style="list-style-type: none"> <li>• Role of cotton textile, iron, and steel industries</li> <li>• Relationship to the British Enclosure Movement</li> <li>• Rise of the factory system and demise of cottage industries</li> <li>• Rising economic powers that wanted to control raw materials and markets throughout the world</li> </ul>			
	Explain how the spread of industrialism to Europe and the United States accelerated colonialism and imperialism.	WHII.8a		
	Summarize the following technological advancement that produced the Industrial Revolution: <ul style="list-style-type: none"> <li>• James Watt—Steam engine</li> <li>• Eli Whitney—Cotton gin</li> <li>• Henry Bessemer—Process for making steel</li> </ul>	WHII.8a		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Industrial Revolution in the Nineteenth Century (continued)	Summarize the following advancements in science and medicine: <ul style="list-style-type: none"> <li>Edward Jenner—Developed smallpox vaccination</li> <li>Louis Pasteur—Discovered bacteria</li> </ul>	WHII.8a		
	Summarize the impact of the Industrial Revolution on industrialized countries: <ul style="list-style-type: none"> <li>Population increase</li> <li>Increased standards of living for many, though not all</li> <li>Improved transportation</li> <li>Urbanization</li> <li>Environmental pollution</li> <li>Increased education</li> <li>Dissatisfaction of working class with working conditions</li> <li>Growth of the middle class</li> </ul>	WHII.8a		
	Describe the role of capitalism and market competition in the Industrial Revolution.	WHII.8b		
	Explain that capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.	WHII.8b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Industrial Revolution in the Nineteenth Century (continued)	Explain that social dislocations associated with capitalism produced a range of economic and political ideas, including socialism and communism.	WHII.8b		
	Summarize capitalism using the following information as a guide: <ul style="list-style-type: none"> <li>Adam Smith's <i>Wealth of Nations</i></li> <li>Role of market competition and entrepreneurial abilities</li> <li>Impact on standard of living and the growth of the middle class</li> <li>Dissatisfaction with poor working conditions and the unequal distribution of wealth in society</li> </ul>	WHII.8b		
	Describe some theories opposed to capitalism using the following information as a guide: <ul style="list-style-type: none"> <li>Karl Marx's <i>Communist Manifesto</i> (written with Friedrich Engels) and <i>Das Capital</i></li> <li>Response to the injustices of capitalism</li> <li>Importance of redistribution of wealth to the communists</li> </ul>	WHII.8b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Industrial Revolution in the Nineteenth Century (continued)	Explain that agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.	WHII.8c		
	<p>Summarize the impact the Industrial Revolution had on the lives of women, children, and the family:</p> <ul style="list-style-type: none"> <li>• Family-based cottage industries displaced by the factory system</li> <li>• Harsh working conditions with men competing with women and children for wages</li> <li>• Child labor that kept costs of production low and profits high</li> <li>• Owners of mines and factories who exercised considerable control over the lives of their laborers</li> </ul>	WHII.8c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Industrial Revolution in the Nineteenth Century (continued)	(Impact of the Industrial Revolution on the lives of women, children, and the family continued) <ul style="list-style-type: none"> <li>Women and children entering the workplace as cheap labor</li> <li>Introduction of reforms to end child labor</li> <li>Expansion of education</li> <li>Women's increased demands for suffrage</li> </ul>			
	Summarize the impact of the Industrial Revolution on slavery: <ul style="list-style-type: none"> <li>The cotton gin increased demand for slave labor on American plantations.</li> <li>The United States and Britain outlawed the slave trade and then slavery.</li> </ul>	WHII.8c		
	Explain that the Industrial Revolution placed new demands on the labor of men, women, and children. Workers organized labor unions to fight for improved working conditions and workers' rights.	WHII.8c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Industrial Revolution in the Nineteenth Century (continued)	Summarize the rise of labor unions using the following information as a guide: <ul style="list-style-type: none"> <li>Encouraged worker-organized strikes to increase wages and improve working conditions</li> <li>Lobbied for laws to improve the lives of workers, including women and children</li> <li>Wanted worker rights and collective bargaining between labor and management</li> </ul>	WHII.8c		
	Explain that industrial nations in Europe needed natural resources and markets to expand their economies.	WHII.8d, e		
	Explain that nationalism motivated European nations to compete for colonial possessions. European economic, military, and political power forced colonized countries to trade on European terms. Industrially-produced goods flooded colonial markets and displaced their traditional industries. Colonized peoples resisted European domination and responded in diverse ways to Western influences.	WHII.8d, e		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Industrial Revolution in the Nineteenth Century (continued)	Explain that European nations competed to control Africa and Asia to secure their economic and political success.	WHII.8d, e		
	Explain that imperialism spread economic, political, and social philosophies of Europe throughout the world.	WHII.8d, e		
	Describe some forms of imperialism using the following information as a guide: <ul style="list-style-type: none"> <li>Colonies</li> <li>Protectorates</li> <li>Spheres of influence</li> </ul>	WHII.8d, e		
	Explain that resistance to imperialism took many forms including armed conflict and intellectual movements.	WHII.8d, e		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Industrial Revolution in the Nineteenth Century (continued)	Summarize imperialism in Africa and Asia using the following information as a guide: <ul style="list-style-type: none"> <li>European domination</li> <li>European conflicts carried to the colonies</li> <li>Christian missionary efforts</li> <li>Spheres of influence in China</li> <li>Suez Canal</li> <li>East India Company's domination of Indian states</li> <li>American opening of Japan to trade</li> </ul>	WHII.8d, e		
	Summarize the response of colonized peoples using the following information as a guide: <ul style="list-style-type: none"> <li>Armed conflicts (Events leading to the Boxer Rebellion in China)</li> <li>Rise of nationalism (first Indian nationalist party founded in the mid-1800s)</li> </ul>	WHII.8d, e		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHII.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHII.1b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Industrial Revolution in the Nineteenth Century (continued)	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHIII.1d		
	Analyze trends in human migration and cultural interaction.	WHIII.1e		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War I	Explain that World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy. The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.	WHII.9a, b	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<p><i>See page 82 for complete reference information.</i></p> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Summarize the causes of World War I using the following information as a guide: <ul style="list-style-type: none"> <li>• Alliances that divided Europe into competing camps</li> <li>• Nationalistic feelings</li> <li>• Diplomatic failures</li> <li>• Imperialism</li> <li>• Competition over colonies</li> <li>• Militarism</li> </ul>	WHII.9a, b		
	Summarize the major events of World War I using the following information as a guide: <ul style="list-style-type: none"> <li>• Assassination of Austria's Archduke Ferdinand</li> <li>• United States enters war</li> <li>• Russia leaves the war</li> </ul>	WHII.9a, b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War I (continued)	Identify the major leaders of World War I using the following information as a guide: <ul style="list-style-type: none"> <li>Woodrow Wilson</li> <li>Kaiser Wilhelm II</li> </ul>	WHII.9a, b		
	Summarize the outcomes and global effects of World War I using the following information as a guide: <ul style="list-style-type: none"> <li>Colonies' participation in the war, which increased demands for independence</li> <li>End of the Russian Imperial, Ottoman, German, and Austro-Hungarian empires</li> <li>Enormous cost of the war in lives, property, and social disruption</li> </ul>	WHII.9a, b		
	Summarize the terms of the Treaty of Versailles using the following information as a guide: <ul style="list-style-type: none"> <li>Forced Germany to accept guilt for war and loss of territory and pay reparations</li> <li>Limited the German military</li> </ul>	WHII.9a, b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War I (continued)	Explain how Russia erupted in revolution while fighting World War I.	WHII.9c		
	Explain that Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R.	WHII.9c		
	Summarize the causes of the 1917 revolutions using the following information as a guide: <ul style="list-style-type: none"> <li>• Defeat in war with Japan in 1905</li> <li>• Landless peasantry</li> <li>• Incompetence of Tsar Nicholas II</li> <li>• Military defeats and high casualties in World War I</li> </ul>	WHII.9c		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War I (continued)	Summarize the rise of communism in Russia using the following information as a guide: <ul style="list-style-type: none"> <li>• Bolshevik Revolution and civil war</li> <li>• Vladimir Lenin's New Economic Policy</li> <li>• Lenin's successor—Joseph Stalin</li> </ul>	WHII.9c		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D.	WHII.1b		
	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1919 to 1941	Explain that, after World War I, international organizations and agreements were established to avoid future conflicts.	WHII.10a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<p><i>See page 82 for complete reference information.</i></p> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Describe the League of Nations and why it failed using the following information as a guide: <ul style="list-style-type: none"> <li>• International cooperative organization</li> <li>• Established to prevent future wars</li> <li>• United States not a member</li> <li>• Failure of League because it did not have power to enforce its decisions</li> </ul>	WHII.10a		
	Explain why the mandate system was created using the following information as a guide: <ul style="list-style-type: none"> <li>• The system was created to administer the colonies of defeated powers on a temporary basis.</li> <li>• France and Great Britain became mandatory powers in the Middle East.</li> </ul>	WHII.10a		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1919 to 1941 (continued)	Explain that a period of uneven prosperity in the decade following World War I (1920s) was followed by worldwide depression in the 1930s. Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.	WHII.10b		
	Summarize the causes of the worldwide depression following World War I using the following information as a guide: <ul style="list-style-type: none"> <li>• German reparations</li> <li>• Expansion of production capacities and dominance of the United States in the global economy</li> <li>• High protective tariffs</li> <li>• Excessive expansion of credit</li> <li>• Stock Market Crash (1929)</li> </ul>	WHII.10b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1919 to 1941 (continued)	Summarize the impact of the worldwide depression following World War I using the following information as a guide: <ul style="list-style-type: none"> <li>• High unemployment in industrial countries</li> <li>• Bank failures and collapse of credit</li> <li>• Collapse of prices in world trade</li> <li>• Nazi Party's growing importance in Germany; Nazi Party's blame of European Jews for economic collapse</li> </ul>	WHII.10b		
	Explain that economic dislocations following World War I led to unstable political conditions. Worldwide depression in the 1930s provided opportunities for the rise of dictators in the Soviet Union, Germany, Italy, and Japan.	WHII.10c		
	Explain that a communist dictatorship was established by Vladimir Lenin and continued by Joseph Stalin in the Soviet Union.	WHII.10c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1919 to 1941 (continued)	Describe the Soviet Union under the leadership of Joseph Stalin during the Interwar Period using the following information as a guide: <ul style="list-style-type: none"> <li>Entrenchment of communism</li> <li>Stalin's policies (five-year plans, collectivization of farms, state industrialization, secret police)</li> <li>Great Purge</li> </ul>	WHII.10c		
	Explain that the Treaty of Versailles worsened economic and political conditions in Europe and led to the rise of totalitarian regimes in Italy and Germany.	WHII.10c		
	Describe Germany under the leadership of Adolf Hitler during the Interwar Period using the following information as a guide: <ul style="list-style-type: none"> <li>Inflation and depression</li> <li>Democratic government weakened</li> <li>Anti-Semitism</li> <li>Extreme nationalism</li> <li>National Socialism (Nazism)</li> <li>German occupation of nearby countries</li> </ul>	WHII.10c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1919 to 1941 (continued)	Describe Italy under the leadership of Benito Mussolini during the Interwar Period using the following information as a guide: <ul style="list-style-type: none"> <li>Rise of fascism</li> <li>Ambition to restore the glory of Rome</li> <li>Invasion of Ethiopia</li> </ul>	WHII.10c		
	Explain that Japan emerged as a world power after World War I and conducted aggressive imperialistic policies in Asia.	WHII.10c		
	Describe Japan under the leadership of Hirohito and Hideki Tojo during the Interwar Period using the following information as a guide: <ul style="list-style-type: none"> <li>Militarism</li> <li>Industrialization of Japan, leading to drive for raw materials</li> <li>Invasion of Korea, Manchuria, and the rest of China</li> </ul>	WHII.10c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
1919 to 1941 (continued)	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHII.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHII.1b		
	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		
	Analyze trends in human migration and cultural interaction.	WHII.1e		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II	Explain that many economic and political causes led toward World War II. Major theaters of war included Africa, Europe, Asia, and the Pacific Islands. Leadership was essential to the Allied victory.	WHII.11a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<p><i>See page 82 for complete reference information.</i></p> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	<p>Summarize the economic and political causes of World War II using the following information as a guide:</p> <ul style="list-style-type: none"> <li>• Aggression by totalitarian powers (Germany, Italy, Japan)</li> <li>• Nationalism</li> <li>• Failures of the Treaty of Versailles</li> <li>• Weakness of the League of Nations</li> <li>• Appeasement</li> <li>• Tendencies towards isolationism and pacifism in Europe and the United States</li> </ul>	WHII.11a		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	<p>Summarize the major events of World War II using the following information as a guide:</p> <ul style="list-style-type: none"> <li>• German invasion of Poland</li> <li>• Fall of France</li> <li>• Battle of Britain</li> <li>• German invasion of the Soviet Union</li> <li>• Japanese attack on Pearl Harbor</li> <li>• D-Day (Allied invasion of Europe)</li> <li>• Atomic bombs dropped on Hiroshima and Nagasaki</li> </ul>	WHII.11a		
	<p>Identify and describe the major leaders of World War II using the following information as a guide:</p> <ul style="list-style-type: none"> <li>• Franklin D. Roosevelt—U.S. President</li> <li>• Harry Truman—U.S. President after death of President Roosevelt</li> <li>• Dwight D. Eisenhower—U.S. general</li> <li>• Douglas MacArthur—U.S. general</li> <li>• George Marshall—U.S. general</li> <li>• Winston Churchill—British prime minister</li> <li>• Joseph Stalin—Soviet dictator</li> <li>• Adolf Hitler—Nazi dictator of Germany</li> <li>• Hideki Tojo—Japanese general</li> <li>• Hirohito—Emperor of Japan</li> </ul>	WHII.11a		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	Define the term genocide as the systematic and purposeful destruction of a racial, political, religious, or cultural group.	WHII.11b		
	Explain that there had been a climate of hatred against Jews in Europe and Russia for centuries.	WHII.11b		
	Summarize the elements leading to the Holocaust using the following information as a guide: <ul style="list-style-type: none"> <li>• Totalitarianism combined with nationalism</li> <li>• History of anti-Semitism</li> <li>• Defeat in World War I and economic depression blamed on German Jews</li> <li>• Hitler's belief in the master race</li> <li>• Final solution—Extermination camps, gas chambers</li> </ul>	WHII.11b		
	Explain that various instances of genocide have occurred throughout the twentieth century.	WHII.11b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	<p>Describe other examples of genocides using the following information as a guide:</p> <ul style="list-style-type: none"> <li>• Armenians by leaders of the Ottoman Empire</li> <li>• Peasants, government and military leaders, and members of the elite in the Soviet Union by Joseph Stalin</li> <li>• The educated, artists, technicians, former government officials, monks, and minorities by Pol Pot in Cambodia</li> <li>• Tutsi minority by Hutu in Rwanda</li> <li>• Muslims and Croats by Bosnian Serbs in former Yugoslavia</li> </ul>	WHII.11b		
	<p>Explain that the outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations.</p>	WHII.11c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	Summarize the outcomes of World War II using the following information as a guide: <ul style="list-style-type: none"> <li>European powers' loss of empires</li> <li>Establishment of two major powers in the world: The United States and the U.S.S.R.</li> <li>War crimes trials</li> <li>Division of Europe—Iron Curtain</li> <li>Establishment of the United Nations</li> <li>Marshall Plan</li> <li>Formation of North Atlantic Treaty Organization (NATO) and Warsaw Pact</li> </ul>	WHII.11c		
	Describe the war crimes trials.	WHII.11c		
	Describe the efforts for reconstruction of Germany using the following information as a guide: <ul style="list-style-type: none"> <li>Democratic government installed in West Germany and West Berlin</li> <li>Germany and Berlin divided among the four Allied powers</li> <li>Emergence of West Germany as economic power in postwar Europe</li> </ul>	WHII.11c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	Describe the effort for reconstruction of Japan using the following information as a guide: <ul style="list-style-type: none"> <li>• U.S. occupation of Japan under MacArthur's administration</li> <li>• Democracy and economic development</li> <li>• Elimination of Japanese offensive military capabilities; United States' guarantee of Japan's security</li> <li>• Emergence of Japan as dominant economy in Asia</li> </ul>	WHII.11c		
	Identify the international cooperative organizations created after World War II.	WHII.11c		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHII.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHII.1b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
World War II (continued)	Identify geographic features important to the study of world history.	WHII.1c		
	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		
Cold War	Explain that competition between the United States and the U.S.S.R. laid the foundation for the Cold War.	WHII.12a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 82 for complete reference information.</i> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Summarize the events that lead to the beginning of the Cold War (1945-1948) using the following information as a guide: <ul style="list-style-type: none"> <li>• The Yalta Conference and the Soviet control of Eastern Europe</li> <li>• Rivalry between the United States and the U.S.S.R.</li> <li>• Democracy and the free enterprise system v. dictatorship and communism</li> <li>• President Truman and the Policy of Containment</li> <li>• Eastern Europe—Soviet satellite nations; the Iron Curtain</li> </ul>	WHII.12a, b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	Summarize the characteristics of the Cold War (1948-1989) using the following information as a guide: <ul style="list-style-type: none"> <li>• North Atlantic Treaty Organization (NATO) v. the Warsaw Pact</li> <li>• Korean Conflict</li> <li>• Vietnam War</li> <li>• Berlin and significance of Berlin Wall</li> <li>• Cuban Missile Crisis</li> <li>• Nuclear weapons and the theory of deterrence</li> </ul>	WHII.12a, b		
	Explain that the Cold War influenced the policies of the United States and the U.S.S.R. towards other nations and conflicts around the world.	WHII.12a, b		
	Explain the impact the presence of nuclear weapons had on patterns of conflict and cooperation since 1945.	WHII.12a, b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	Explain that communism failed as an economic system in the Soviet Union and elsewhere.	WHII.12a,b		
	Summarize the causes and consequences of the collapse of communism in the Soviet Union and Eastern Europe (1989-) using the following information as a guide: <ul style="list-style-type: none"> <li>Soviet economic collapse</li> <li>Nationalism in Warsaw Pact countries</li> <li>Tearing down of Berlin Wall</li> <li>Breakup of U.S.S.R.</li> <li>Expansion of NATO</li> </ul>	WHII.12a, b		
	Explain that Japanese occupation of European colonies in Asia heightened demands for independence after World War II.	WHII.12c		
	Define containment as a policy for preventing the expansion of communism.	WHII.12c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	Explain that after World War II, the United States pursued a policy of containment against communism. This policy included the development of regional alliances against Soviet and Chinese aggression. The Cold War led to armed conflict in Korea and Vietnam.	WHII.12c		
	<p>Summarize the conflicts and revolutionary movements in China after World War II using the following information as a guide:</p> <ul style="list-style-type: none"> <li>• Division of China into two nations at the end of the Chinese civil war</li> <li>• Chiang Kai-shek (Jiang Jieshi)—Nationalist China (island of Taiwan)</li> <li>• Mao Tse-tung (Mao Zedong)—Communist China (mainland China)</li> <li>• Continuing conflict between the two Chinas</li> <li>• Communist China's participation in Korean Conflict</li> </ul>	WHII.12c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cold War (continued)	Summarize the conflicts and revolutionary movements in Vietnam after World War II using the following information as a guide: <ul style="list-style-type: none"> <li>• Role of French Imperialism</li> <li>• Leadership of Ho Chi Minh</li> <li>• Vietnam as a divided nation</li> <li>• Influence of policy of containment</li> <li>• The United States and the Vietnam War</li> <li>• Vietnam as a reunited communist country today</li> </ul>	WHII.12c		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHII.1b		
	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		
	Analyze trends in human migration and cultural interaction.	WHII.1e		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Independence Movements in the Second Half of the Twentieth Century	Explain that British policies and the demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian sub-continent.	WHII.13a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<p><i>See page 82 for complete reference information.</i></p> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Summarize the regional setting for the Indian independence movement using the following information as a guide: <ul style="list-style-type: none"> <li>• Indian sub-continent</li> <li>• British India</li> <li>• India</li> <li>• Pakistan (former West Pakistan)</li> <li>• Bangladesh (former East Pakistan)</li> <li>• Sri Lanka (former Ceylon)</li> </ul>	WHII.13a		
	Summarize the Indian independence movement. Include the identification of its leader, the tactics he used, and the outcome of the movement. Use the following information as a guide: <ul style="list-style-type: none"> <li>• British rule in India</li> <li>• Leadership of Mohandas Ghandi</li> <li>• Role of civil disobedience and passive resistance</li> <li>• Political division along Hindu-Muslim lines, Pakistan/India</li> </ul>	WHII.13a		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Independence Movements in the Second Half of the Twentieth Century (continued)	Explain that the charter of the United Nations guaranteed colonial populations the right to self-determination. Independence movements in Africa challenged European imperialism.	WHII.13b		
	Summarize the independence movement in Africa and explain why they gained success following World War II. Use the following information as a guide: <ul style="list-style-type: none"> <li>• Right to self-determination (U.N. charter)</li> <li>• Peaceful and violent revolutions after World War II</li> <li>• Pride in African cultures and heritage</li> <li>• Resentment toward imperial rule and economic exploitation</li> <li>• Loss of colonies by Great Britain, France, Belgium, and Portugal Influence of superpower rivalry during the Cold War</li> </ul>	WHII.13b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Independence Movements in the Second Half of the Twentieth Century (continued)	Identify examples of independence movements in Africa and subsequent development efforts. Include Kenyatta's leadership role in Kenya. Use the following information as a guide: <ul style="list-style-type: none"> <li>West Africa—Peaceful transition</li> <li>Algeria—War for Independence from France</li> <li>Kenya (Britain)—Violent struggle under leadership of Kenyatta</li> <li>South Africa—Black South Africans' struggle against apartheid</li> </ul>	WHII.13b		
	Explain that the mandate system established after World War I was phased out after World War II. With the end of the mandates, new states were created in the Middle East.	WHII.13c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Independence Movements in the Second Half of the Twentieth Century (continued)	<p>Summarize the results of the United Nations' decision to end the mandate system in terms of states created (locations) and their subsequent problems. Use the following information as a guide:</p> <p>Mandates in the Middle East</p> <ul style="list-style-type: none"> <li>Established by the League of Nations</li> <li>Granted independence after World War II</li> <li>Resulted in Middle East conflicts created by religious differences</li> </ul> <p>French Mandates in the Middle East</p> <ul style="list-style-type: none"> <li>Syria</li> <li>Lebanon</li> </ul> <p>British Mandates in the Middle East</p> <ul style="list-style-type: none"> <li>Jordan</li> <li>Palestine (part became independent as the State of Israel)</li> </ul>	WHII.13c		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHII.1b		
	Identify geographic features important to the study of world history.	WHII.1c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Independence Movements in the Second Half of the Twentieth Century (continued)	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		
	Analyze trends in human migration and cultural interaction.	WHII.1e		
Major World Religions in the Second Half of the Twentieth Century	Explain that five world religions have had a profound impact on culture and civilization.	WHII.14a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 82 for complete reference information.</i> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Identify some characteristics of the five major world religions using the following information as a guide: Judaism <ul style="list-style-type: none"> <li>• Monotheism</li> <li>• Ten Commandments of moral and religious conduct</li> <li>• Torah—Written record and beliefs of Hebrews</li> </ul> Christianity <ul style="list-style-type: none"> <li>• Monotheism</li> <li>• Jesus as Son of God</li> <li>• Life after death</li> <li>• New Testament—Life and teachings of Jesus</li> <li>• Establishment of Christian doctrine by early church councils</li> </ul>	WHII.14a		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)



## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Major World Religions in the Second Half of the Twentieth Century (continued)	<p>(Characteristics of the five major world religions continued)</p> <p>Islam</p> <ul style="list-style-type: none"> <li>• Monotheism</li> <li>• Muhammad the prophet</li> <li>• Koran</li> <li>• Five Pillars of Islam</li> <li>• Mecca and Medina</li> </ul> <p>Buddhism</p> <ul style="list-style-type: none"> <li>• Founder—Siddhartha Gautama (Buddha)</li> <li>• Four Noble Truths</li> <li>• Eightfold Path to Enlightenment</li> <li>• Spread of Buddhism from India to China and other parts of Asia, resulting from Asoka’s missionaries and their writings</li> </ul> <p>Hinduism</p> <ul style="list-style-type: none"> <li>• Many forms of one deity</li> <li>• Caste system</li> <li>• Reincarnation</li> <li>• Karma—Future reincarnation based on present behavior</li> </ul>	WHII.14a		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Major World Religions in the Second Half of the Twentieth Century (continued)	<p>Explain that the five major world religions are found worldwide, but their followers tend to be concentrated in certain geographic areas. Identify where they are located using the following information as a guide:</p> <ul style="list-style-type: none"> <li>• Judaism—Concentrated in Israel and North America</li> <li>• Christianity —Concentrated in Europe, North and South America</li> <li>• Islam—Concentrated in the Middle East, Africa, and Asia</li> <li>• Hinduism—Concentrated in India</li> <li>• Buddhism—Concentrated in East and Southeast Asia</li> </ul>	WHIII.14b		
	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHIII.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHIII.1b		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Major World Religions in the Second Half of the Twentieth Century (continued)	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		
	Analyze trends in human migration and cultural interaction.	WHII.1e		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultural, Economic, and Social Conditions in the Contemporary World	Explain that both developed and developing nations face many challenges. These include migrations, ethnic and religious conflict, and new technologies.	WHII.15a	<ul style="list-style-type: none"> <li>• Group discussions</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Students reports</li> <li>• Unit tests</li> <li>• Writing assignments</li> </ul>	<i>See page 82 for complete reference information.</i> <ul style="list-style-type: none"> <li>• Audiovisual materials</li> <li>• Education Place</li> <li>• National Council of Social Studies</li> <li>• National Geographic</li> <li>• Textbook</li> <li>• United States Department of Education</li> <li>• WorldNet Virginia</li> <li>• 1995 History and Social Science Standards of Learning Assessment Blueprint</li> <li>• 2001 History and Social Science Curriculum Framework</li> <li>• 2002 Sample Instructional Activities</li> </ul>
	Describe some challenges faced by the contemporary world using the following information as a guide: Migrations of refugees and others <ul style="list-style-type: none"> <li>• Refugees as an issue in international conflicts</li> <li>• Migrations of “guest workers” to European cities</li> </ul> Ethnic and religious conflicts <ul style="list-style-type: none"> <li>• Middle East</li> <li>• Northern Ireland</li> <li>• Balkans</li> <li>• Africa</li> <li>• Asia</li> </ul>	WHII.15a		

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)

## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultural, Economic, and Social Conditions in the Contemporary World (continued)	Summarize the opportunity and challenges created by new technologies. Use the following information as a guide: <ul style="list-style-type: none"> <li>Widespread but unequal access to computers and instantaneous communications</li> <li>Genetic engineering and bioethics</li> </ul>	WHII.15a		
	Explain that developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions.	WHII.15b		
	Explain that economic development and the rapid growth of population are having an impact on the environment.	WHII.15b		
	Explain that sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development.	WHII.15b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultural, Economic, and Social Conditions in the Contemporary World (continued)	<p>Explain how the developing world compares with the developed world using the following information as a guide:</p> <ul style="list-style-type: none"> <li>Geographic locations of major developed and developing countries</li> <li>Economic conditions</li> <li>Social conditions (literacy, access to health care)</li> <li>Population size and rate of growth</li> </ul>	WHII.15b		
	<p>Summarize the impact economic development and rapid population growth are having on the environment and society using the following information as a guide:</p> <p>Environmental challenges</p> <ul style="list-style-type: none"> <li>Pollution</li> <li>Loss of habitat</li> <li>Ozone depletion</li> </ul> <p>Social challenges</p> <ul style="list-style-type: none"> <li>Poverty</li> <li>Poor health</li> <li>Illiteracy</li> <li>Famine</li> <li>Migration</li> </ul>	WHII.15b		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultural, Economic, and Social Conditions in the Contemporary World (continued)	Explain the links between economic development and political freedom using the following information as a guide: Free market economies produce rising standards of living and an expanding middle class, which produces growing demands for political freedoms and individual rights. Recent examples include Taiwan and South Korea.	WHII.15b		
	Explain that the countries of the world are increasingly dependent on each other for raw materials markets, and financial resources, although there is still a difference between the developed and developing nations.	WHII.15c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultural, Economic, and Social Conditions in the Contemporary World (continued)	<p>Explain, using the following information as a guide, how economic independence is changing the world:</p> <ul style="list-style-type: none"> <li>• Role of rapid transportation, communication, and computer networks</li> <li>• Rise and influence of multinational corporations</li> <li>• Changing role of international boundaries</li> <li>• Regional integration (European Union)</li> <li>• Trade agreements—North American Free Trade Agreement (NAFTA), World Trade Organization (WTO)</li> <li>• International organizations— United Nations (UN), International Monetary Fund (IMF)</li> </ul>	WH.15c		

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## World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence

Organizing Topic	Essential Understanding, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Cultural, Economic, and Social Conditions in the Contemporary World (continued)	Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.	WHII.1a		
	Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.	WHII.1b		
	Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms.	WHII.1d		
	Analyze trends in human migration and cultural interaction.	WHII.1e		

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## **World History and Geography: 1500 A.D. to the Present Sample Scope and Sequence**

### **Resources**

Education Place, Houghton Mifflin – <http://www.eduplace.com/ss/ssmaps/> (This site permits you to print a variety of maps.)

National Council of Social Studies – <http://www.socialstudies.org>

National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)

United States Department of Education – <http://www.ed.gov/EdRes/index.html>

World Net Virginia – <http://worldnetva.pwnet.org/>

1995 Standards of Learning Assessment Blueprint – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum – [http://www.pen.k12.va.us/VDOE/Instruction/History/hist\\_ss\\_framework.html](http://www.pen.k12.va.us/VDOE/Instruction/History/hist_ss_framework.html)

2002 Sample Instructional Activities – <http://www.pen.k12.va.us/VDOE/Instruction/History/hsslessons.html>

(Essential understanding, knowledge, and skills that are underlined reflect items common to the 1995 and 2001 Standards of Learning.)